

DOCUMENT RESUME

ED 210 649

CS 006 400

AUTHOR Bowman, Harry L.; Kerr, Norman J.
TITLE An Investigation of U. S. Navy Recruit Characteristics on Reading Comprehension and Related Variables.
PUB DATE Nov 81
NOTE 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 1981).
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Aptitude; Basic Skills; *Comparative Analysis; *Educational Background; High School Graduates; *Military Personnel; *Participant Characteristics; *Reading Comprehension; Reading Research; Reading Skills; Recruitment; Screening Tests
IDENTIFIERS *Naval Training; Navy

ABSTRACT

Basic skills training in the United States Navy has become increasingly important as the quality of the recruit population has declined and the job demands faced by enlisted personnel have expanded. A study investigated reading comprehension and related variables pertaining to the Navy's recruits during a 12-month period. The primary focus of the study was on the classification of recruits based on their performance above or below the 6.0 reading grade level in comprehension, the criterion used in screening recruits for the remedial training program. Other variables of interest were month of entry into the Navy, years of education, high school graduation status, and aptitude test score. Results indicated that (1) four-fifths of the recruits were high school graduates, (2) higher percentages of the recruits who entered the Navy in the summer months were high school graduates than those who entered in other months of the year, (3) the aptitude data did not show any clearly discernible seasonal or cyclic pattern, (4) the reading comprehension performance of recruits showed a gradual improvement over the 12-month period, and (5) 1.5% more of the high school graduates than nongraduates scored below the 6.0 reading grade level. (HOD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED210649

* This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

**AN INVESTIGATION OF U.S. NAVY RECRUIT CHARACTERISTICS
ON READING COMPREHENSION AND RELATED VARIABLES**

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Harry L. Bowman

Norman J. Kerr

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Harry L. Bowman
Bureau of Educational Research and Services
College of Education
Memphis State University
Memphis, Tennessee 38152

and

Chief of Naval Technical Training
Naval Air Station Memphis
Millington, Tennessee 38054

Norman J. Kerr
Chief of Naval Technical Training
Naval Air Station Memphis
Millington, Tennessee 38054

Paper Presented at the Annual Meeting of the Mid-South Educational
Research Association in Lexington, Kentucky on November 11, 1981

CS006400

Introduction

Basic skills training in the U.S. Navy has become increasingly important during recent years as the quality of the recruit population has declined and the job demands faced by enlisted personnel have expanded. Programs have been developed for academically deficient recruits as well as personnel who are assigned to specialized skills training. Reading skill development is a component of all of these programs.

The Academic Remedial Training (ART) Program is designed to assist new recruits in acquiring the skills required to complete basic training successfully. The initial component of ART focused on reading skills needed in recruit training. Additional curricula developed for verbal skills and mathematical skills are presently undergoing field tests at the Recruit Training Center in Orlando, Florida.

Although the ART Program became operational at the Navy's three recruit training centers in 1967, standardization of the curriculum and testing procedures used in the program did not occur until 1978. A significant provision of standardization was the requirement that a commercial reading achievement test would be administered to all recruits upon entry into the Navy. The standardized program also required the use of a Computer-Managed Instruction (CMI) system that serves several training programs to perform test scoring functions and to maintain records on test performance by recruits.

The purpose of this study was to investigate reading comprehension and related variables pertaining to the Navy's recruits during the twelve-month period from June, 1980, through May, 1981. The primary focus of the study was on the classification of recruits based on their performance above or below the 6.0 reading grade level (RGL) in comprehension, the criterion used in screening recruits for ART. Other variables of interest were month of entry into the Navy, years of education, high school graduation status, and aptitude test score.

The significance of the study is found in two outcomes. First, the data and analyses provide information on the variability of the recruit population's composition over a period of time. This information is needed by ART management personnel for efficient allocation of resources (e.g. staff, facilities, and instructional aids) in response to observable trends and/or cycles. Second, the study demonstrates potential uses of CMI system data for management functions.

Procedures

The data utilized in the study were obtained from the monthly CMI reports on recruit population characteristics and test performance. Data presented in the reports include high school graduation status as well as scores from the Gates-MacGinitie Reading Comprehension Test, Level D, and the Armed Services Vocational Aptitude Battery (ASVAB). (Two series of the ASVAB - 5-7 and 8-10 - had been used with recruits who were included in the reports for October, 1980, through May, 1981.)

In the reports, high school graduation status is used to compile two-factor frequency distributions of recruits who score above and below 6.0 RGL. Means are reported separately for years of education completed by the two RGL groups and by the two ASVAB series. Frequency distributions and means are presented for the RGL scores obtained from administration of the Gates to all recruits. The reports also contain means for the subtests and the Armed Forces Qualification Test (AFQT) scores derived from the ASVAB. The AFQT score is a percentile score that is based on the word knowledge, numerical operations, and space perception subtests in ASVAB Series 5-7 and the word knowledge, paragraph comprehension, arithmetic reasoning, and numerical operations subtests in ASVAB Series 8-10.

The frequency distributions and means contained in the monthly reports were placed in tables for presentation. Medians were computed for the RGL scores associated with each month of the one-year period. Percentages and proportions were calculated for selected data sets. The Chi-square technique was utilized to compare various frequency distributions involving RGL scores and high school graduation status by month of entry into the Navy. Confidence interval limits were computed to compare proportions of high school graduates and non-high school graduates who scored below 6.0 RGL. The .05 level of significance was used with all inferential analyses.

Results

The data that were compiled and analyzed are presented in a set of nine tables. The findings are discussed in this section of the presentation. The tables follow at the end of the text.

The means on years of education are reported in Table 1 for recruits classified by ASVAB series used in testing and by month of entry into the Navy. Among recruits tested with the ASVAB Series 5-7, the means varied from 11.6 years to 11.9 years across the twelve-month period. During the eight months that the ASVAB Series 8-10 was used, the means ranged from 11.5 years to 11.8 years. The data revealed a high degree of consistency in means for years of education across the one-year period and between the two ASVAB series.

The medians and means on RGL for recruits by month of entry into the Navy are depicted in Table 2. The medians showed a generally increasing trend from a low of 10.2 RGL for the first month to 11.2 RGL for four months, including the last three months of the one-year period. The means followed the same trend although they were slightly lower with a range from 9.4 RGL to 10.1 RGL. The relative magnitudes of the medians and the means indicated that the score distributions were negatively skewed. This phenomenon is an artifact of the population composition and the RGL range for the test norms (2.4 RGL to 12.5 RGL).

Table 3 contains the means on the AFQT percentile scores for recruits classified by 6.0 RGL criterion, ASVAB series, and month of entry into the Navy. Among the recruits who had RGL scores below 6.0, the means for the AFQT ranged from a low of 33.1 (January, 1981) to a high of 42.0 (August, 1980) on ASVAB Series 5-7 and a low of 32.4 (February, 1981) to a high of 40.6 (November, 1980) on ASVAB Series 8-10. The AFQT means for recruits who had RGL scores above 6.0 varied from a low of 59.2 (May, 1981) to a high of 62.1 (September, 1980) on ASVAB Series 5-7 and

a low of 57.9 (November, 1980) to a high of 60.4 (October, 1980, and January, 1981) on ASVAB Series 8-10. The differences in the means for the high and low RGL groups were generally 20-25 percentile points when compared by month or ASVAB series. These differences suggest that the two RGL groups are relatively distinct with respect to AFQT scores.

The frequency and percentage distributions of recruits by RGL and month of entry into the Navy are reported in Table 4. The composite data for the twelve-month period indicated that 4.34 percent of the recruits obtained RGL scores below 6.0, the criterion for referral to ART. (These recruits are retested with a second form of the Gates to validate their eligibility for ART.) The percentages of recruits who scored below 6.0 RGL varied considerably by month as evidenced by a range from 2.66 percent in January, 1981, to 6.10 percent in July, 1980. The percentages of recruits who scored at or below 8.0 RGL generally declined during the year from 25.66 percent in June, 1980, to 13.19 percent in May, 1981. The same general downward trend occurred for the 8.1-10.0 RGL category while the percentages for the 10.1-12.0 RGL category remained fairly stable. The percentages of recruits who scored above 12.0 RGL showed an upward trend from 27.87 percent in June, 1980, to 41.79 percent in April, 1981. The Chi-square analysis of RGL distributions by month revealed highly significant differences across the twelve months.

Table 5 reports the frequency and percentage distributions of recruits by high school graduation status and month of entry into the Navy. The data for the total group indicated that approximately 80

percent of the recruits were high school graduates. The percentages of recruits who were graduates varied considerably across the twelve-month period with the range being from 71.57 percent in May, 1981, to 88.37 percent in August, 1980. A sharp increase in percentages occurred from June to July, 1980, followed by appreciable declines in October and November, 1980. The Chi-square comparison of the distributions on high school graduation status by month revealed that the distributions differed very significantly.

The frequency and percentage distributions are presented in Table 6 for high school graduate recruits by 6.0 RGL criterion and month of entry into the Navy. Within the composite group, 4.60 percent of the high school graduates scored below 6.0 RGL on comprehension. The percentages of high school graduate recruits who scored below 6.0 RGL ranged from 2.92 percent in January, 1981, to 5.77 percent in July, 1980. A general downward trend in percentages can be observed during the first eight months of the period with a reversal occurring over the next three months. The Chi-square analysis of distributions of high school graduate recruits classified by 6.0 RGL criterion and month of entry indicated that statistically significant differences existed.

Table 7 reports the frequency and percentage distributions of non-high school graduate recruits by 6.0 RGL criterion and month of entry into the Navy. The data for the composite group showed that 3.13 percent of the recruits who were not high school graduates obtained scores below 6.0 RGL on comprehension. Across the twelve-month period, the percentages of non-high school graduate recruits who scored below 6.0 RGL varied

from a low of 1.51 percent in February, 1981, to a high of 7.48 in July, 1980. A declining trend in percentages occurred during the eight months beginning in July, 1980, followed by a slight increase. The results of the Chi-square comparison of distributions of non-high school graduate recruits classified by 6.0 RGL criterion and month of entry showed significant differences.

The frequency and percentage distributions are depicted in Table 8 for recruits who scored below 6.0 RGL classified by high school graduation status and month of entry into the Navy. The data for the twelve-month period indicated that 85.21 percent of the recruits who scored below 6.0 RGL were high school graduates. The monthly data showed that the percentages of high school graduates among the recruits scoring below 6.0 RGL had a range from 77.24 percent in June, 1980, to 90.73 percent in September, 1980. A trend of increasing percentages is evident during the first four months of the period followed by relative stability until the decrease in the last month. The Chi-square comparison of the distributions of recruits scoring below 6.0 RGL classified by high school graduation status and month of entry revealed significant differences.

Table 9 presents comparative data and related analyses on the proportions of recruits who scored below 6.0 RGL classified by high school graduation status and month of entry into the Navy. The data on the proportions of recruits scoring below 6.0 RGL are discussed above for high school graduates and non-high school graduates separately. An inspection of the relative proportions of the two groups showed that a higher proportion of the high school graduates than non-high school

graduates scored below the 6.0 RGL criterion during ten of the twelve months (except for July and August, 1980) as well as for the twelve-month period. The proportions of the two groups who had RGL scores below 6.0 were compared by computing confidence limits for the differences in proportions using the .95 level of confidence. The results indicated that the overall proportions differed significantly since the confidence limits did not include 0 within the range. The proportions also differed significantly for five of the twelve months. In all cases where significant differences were found, the proportions of high school graduates who scored below 6.0 RGL were greater than the corresponding proportions for non-high school graduates.

Conclusions

The data presented in this study provide selected descriptive information about the Navy's recruit population for a twelve-month period of time. The results obtained by compiling and analyzing the data constitute the basis for the conclusions related to the recruit population.

The educational background of the recruits indicates that four-fifths are high school graduates. Since the data on years of education represent the years completed, the monthly means place the group as a whole in the middle to higher twelfth grade range. Higher percentages of the recruits who enter the Navy in the summer months are high school graduates than in other months of the year. This increase might be expected in the months following the traditional high school graduation period of the year.

The aptitude data on recruits as reflected by the AFQT scores do not show any clearly discernible seasonal or cyclic pattern. The means indicate, however, that recruits who perform above 6.0 RGL are likely to score considerably higher than recruits who obtain scores below 6.0 RGL. The monthly means are more variable for the lower reading group than for the higher reading group.

The performance of recruits on reading comprehension shows a gradual improvement over the twelve-month period of this study. This trend is evident from the monthly medians, means, and percentage distributions of the RGL scores. Based on measures of central tendency, the monthly medians reveal an increase from the tenth grade to the eleventh grade while the means are approximately one grade lower. The improvement is significant with respect to the frequency distributions of the RGL scores.

Among the recruits who score below 6.0 RGL, six-sevenths (85 percent) are high school graduates as compared to four-fifths (80 percent) of the entire recruit population being high school graduates. The data reveal that 1.5 percent more of the high school graduates than non-high school graduates score below 6.0 RGL. This difference is significant for the two composite groups and relatively consistent across the twelve-month period. The percentages of each group tend to decline through the latter half of the calendar year and show some increase subsequently.

The conclusions suggest that variability in the recruit population can be expected during a twelve-month cycle. Factors that may reveal differences in distributions across the twelve-month period are RGL

scores, high school graduation status, high school graduates and non-high school graduates who score above and below the 6.0 RGL criterion, and high school graduation status of recruits who score below 6.0 RGL. This information can be useful to ART program management personnel in planning the allocation of resources to serve the students assigned to the program in the most efficient manner possible. The data utilized in the study are available to management personnel in the monthly CMI reports on Navy recruits. By constant monitoring of the data presented in these reports, ART management personnel can anticipate more accurately the fluctuations that will occur in the flow of students to the ART Program.

TABLE 1

MEANS ON YEARS OF EDUCATION FOR RECRUITS BY ARMED SERVICES
VOCATIONAL APTITUDE BATTERY SERIES AND MONTH OF ENTRY

<u>Month</u>	<u>Armed Services Vocational Aptitude Battery Series</u>	
	5, 6, 7	8, 9, 10
June, 1980	11.6	-
July, 1980	11.9	-
August, 1980	11.9	-
September, 1980	11.9	-
October, 1980	11.7	11.8
November, 1980	11.7	11.6
December, 1980	11.7	11.5
January, 1981	11.8	11.7
February, 1981	11.8	11.6
March, 1981	11.8	11.6
April, 1981	11.8	11.6
May, 1981	11.8	11.5

TABLE 2

MEDIAN AND MEANS ON READING GRADE LEVEL FOR RECRUITS
BY MONTH OF ENTRY

<u>Month</u>	<u>Median</u>	<u>Mean</u>
June, 1980	10.2	9.5
July, 1980	10.3	9.4
August, 1980	10.2	9.4
September, 1980	10.5	9.6
October, 1980	10.7	9.7
November, 1980	10.9	9.8
December, 1980	11.2	10.0
January, 1981	11.0	10.0
February, 1981	10.8	9.9
March, 1981	11.2	9.9
April, 1981	11.2	9.9
May, 1981	11.2	10.1

TABLE 3

MEANS ON THE ARMED FORCES QUALIFICATION TEST SCORES FOR RECRUITS
BY SIXTH READING GRADE LEVEL CRITERION, ARMED FORCES VOCATIONAL
APTITUDE BATTERY SERIES, AND MONTH OF ENTRY

<u>Month</u>	<u>Reading Grade Level and Battery Series</u>			
	<u>Below 6</u>		<u>Above 6</u>	
	Series 5,6,7	Series 8,9,10	Series 5,6,7	Series 8,9,10
June, 1980	41.2	-	59.4	-
July, 1980	39.0	-	60.6	-
August, 1980	42.0	-	61.0	-
September, 1980	41.9	-	62.1	-
October, 1980	36.8	36.0	59.3	60.4
November, 1980	33.7	40.6	59.5	57.9
December, 1980	34.8	35.8	60.6	58.3
January, 1981	33.1	32.9	60.9	60.4
February, 1981	33.3	32.4	60.1	59.7
March, 1981	33.7	36.0	59.8	59.5
April, 1981	36.0	33.4	59.9	59.9
May, 1981	36.2	36.4	59.2	59.2

TABLE 4

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RECRUITS
BY READING GRADE LEVEL AND MONTH OF ENTRY

Month	Below 3.0		3.0-3.9		4.0-6.0		6.1-8.0		8.1-10.0		10.1-12.0		Above 12.0		Total f
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
June, 1980	19	.24	52	.66	346	4.40	1,601	20.36	1,512	19.23	2,141	27.23	2,191	27.87	7,862
July, 1980	25	.32	67	.86	385	4.92	1,490	19.06	1,425	18.22	2,114	27.04	2,313	29.58	7,819
August, 1980	13	.18	68	.89	372	4.87	1,517	18.57	1,424	18.66	2,061	27.01	2,176	28.52	7,631
September, 1980	12	.14	42	.51	351	4.24	1,467	17.72	1,484	17.93	2,231	26.95	2,691	32.51	8,278
October, 1980	3	.04	50	.68	235	3.21	1,215	16.59	1,238	16.91	2,039	27.85	2,542	34.72	7,322
November, 1980	8	.19	14	.33	133	3.14	616	14.56	713	16.85	1,174	27.74	1,574	37.19	4,232
December, 1980	8	.21	16	.43	94	2.51	431	11.51	580	15.49	1,077	28.76	1,539	41.09	3,745
January, 1981	8	.12	12	.18	157	2.36	930	13.99	1,088	16.37	1,879	28.27	2,572	38.70	6,646
February, 1981	9	.15	23	.38	155	2.54	903	14.79	1,087	17.80	1,801	29.50	2,128	34.85	6,106
March, 1981	14	.18	24	.31	285	3.63	975	12.43	1,191	15.19	2,130	27.16	3,223	41.10	7,842
April, 1981	6	.10	29	.50	234	4.00	677	11.32	849	14.52	1,609	27.51	2,444	41.79	5,848
May, 1981	2	.03	13	.22	156	2.59	623	10.35	976	16.22	1,785	29.66	2,464	40.94	6,019
TOTAL	127	.16	410	.52	2,903	3.66	12,445	15.68	13,567	17.10	22,041	27.78	27,857	35.11	79,350

Chi-square = 1,547.672 (Chi-square = 85.82, df = 66, level of significance = .05)

TABLE 5

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF NAVY RECRUITS
BASED ON HIGH SCHOOL GRADUATION AND MONTH OF ENTRY

<u>Month</u>	<u>High School Graduate</u>				Total f
	Yes		No		
	f	%	f	%	
June, 1980	5,628	72.30	2,156	27.70	7,784
July, 1980	6,651	86.44	1,043	13.56	7,694
August, 1980	6,650	88.37	875	11.63	7,525
September, 1980	7,201	88.27	957	11.73	8,158
October, 1980	5,874	81.66	1,319	18.34	7,193
November, 1980	3,143	75.64	1,012	24.36	4,155
December, 1980	2,848	76.44	878	23.56	3,726
January, 1981	5,207	79.18	1,369	20.82	6,576
February, 1981	4,601	76.76	1,363	23.24	5,964
March, 1981	5,879	76.87	1,769	23.13	7,648
April, 1981	4,279	74.86	1,437	25.14	5,716
May, 1981	4,256	71.57	1,691	28.43	5,947
Total	62,217	79.68	15,869	20.32	78,086

Chi-square = 1,672.528 (Chi-square = 19.68, df = 11, level of significance = .05)

TABLE 6

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF HIGH SCHOOL GRADUATE RECRUITS
BY SIXTH READING GRADE LEVEL CRITERION AND MONTH OF ENTRY

<u>Month</u>	<u>Reading Grade Level Criterion</u>				Total f
	Below Sixth Grade f	%	Above Sixth Grade f	%	
June, 1980	319	5.67	5,309	94.33	5,628
July, 1980	384	5.77	6,267	94.23	6,651
August, 1980	382	5.74	6,268	94.26	6,650
September, 1980	362	5.03	6,839	94.97	7,201
October, 1980	251	4.27	5,623	95.73	5,874
November, 1980	131	4.20	3,011	95.80	3,142
December, 1980	99	3.48	2,749	96.52	2,848
January, 1981	152	2.92	5,055	97.08	5,207
February, 1981	159	3.46	4,442	96.54	4,601
March, 1981	265	4.51	5,614	95.49	5,879
April, 1981	229	5.35	4,050	94.65	4,279
May, 1981	130	3.05	4,126	96.95	4,256
Total	2,863	4.60	59,353	95.40	62,216

Chi-square = 145.339 (Chi-square = 19.68, df = 11, level of significance = .05)

TABLE 7

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF NON-HIGH SCHOOL GRADUATE RECRUITS
BY SIXTH READING GRADE LEVEL CRITERION AND MONTH OF ENTRY

<u>Month</u>	<u>Reading Grade Level Criterion</u>				<u>Total f</u>
	<u>Below Sixth Grade</u> f	%	<u>Above Sixth Grade</u> f	%	
June, 1980	94	4.36	2,062	95.64	2,156
July, 1980	78	7.48	965	92.52	1,043
August, 1980	62	7.09	813	92.91	875
September, 1980	37	3.87	920	96.13	957
October, 1980	30	2.27	1,289	97.73	1,319
November, 1980	21	2.08	991	97.92	1,012
December, 1980	15	1.71	863	98.29	878
January, 1981	24	1.75	1,345	98.25	1,369
February, 1981	21	1.51	1,372	98.49	1,393
March, 1981	51	2.88	1,718	97.12	1,769
April, 1981	30	2.09	1,407	97.91	1,437
May, 1981	34	2.01	1,657	97.99	1,691
Total	497	3.13	15,402	96.97	15,899

Chi-square = 170.168 (Chi-square = 19.68, df = 11, level of significance = .05)

TABLE 8

FREQUENCY AND PERCENTAGE DISTRIBUTIONS OF RECRUITS SCORING BELOW SIXTH
READING GRADE LEVEL BY HIGH SCHOOL GRADUATION STATUS
AND MONTH OF ENTRY

<u>Month</u>	<u>Yes</u>		<u>High School Graduate</u> <u>No</u>		<u>Total</u> <u>f</u>
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>	
June, 1980	319	77.24	94	22.76	413
July, 1980	384	83.12	78	16.88	462
August, 1980	382	86.04	62	13.96	444
September, 1980	362	90.73	37	9.27	399
October, 1980	251	89.32	30	10.68	281
November, 1980	132	86.27	21	13.73	153
December, 1980	99	86.84	15	13.16	114
January, 1981	152	86.36	24	13.64	176
February, 1981	159	88.33	21	11.67	180
March, 1981	265	83.86	51	16.14	316
April, 1981	229	88.42	30	11.58	259
May, 1981	130	79.27	34	20.73	164
Total	2,864	85.21	497	14.79	3,361

Chi-square = 45.173 (Chi-square = 19.68, df = 11, level of significance = .05)

TABLE 9

COMPARISON OF PROPORTIONS OF RECRUITS SCORING BELOW SIXTH READING
GRADE LEVEL BY HIGH SCHOOL GRADUATION STATUS AND MONTH OF ENTRY

<u>Month</u>	<u>High School Graduate</u>				<u>Confidence Limits</u>
	<u>Yes</u>		<u>No</u>		<u>.025 to .975</u>
	N	p	N	p	
June, 1980	5,628	.0567	2,156	.0436	-.0018 to .0280
July, 1980	6,651	.0577	1,043	.0748	-.0410 to .0068
August, 1980	6,650	.0574	875	.0709	-.0388 to .0118
September, 1980	7,201	.0503	957	.0387	-.0071 to .0303
October, 1980	5,874	.0427	1,319	.0227	-.0065 to .0335
November, 1980	3,142	.0420	1,012	.0208	.0053 to .0371
December, 1980	2,848	.0348	878	.0171	.0023 to .0331
January, 1981	5,207	.0292	1,369	.0175	<.0000 to .0234
February, 1981	4,601	.0346	1,393	.0151	.0078 to .0312
March, 1981	5,879	.0451	1,769	.0288	.0030 to .0296
April, 1981	4,279	.0535	1,437	.0209	.0185 to .0467
May, 1981	4,256	.0305	1,691	.0201	-.0015 to .0223
Total	62,216	.0460	15,899	.0313	.0102 to .0192